

**SUGGESTIONS TO TEACHERS:  
DESIGNED TO ACCOMPANY  
A TEXT-BOOK OF  
COMMERCIAL GEOGRAPHY**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649266449

Suggestions to Teachers: Designed to Accompany a Text-book of Commercial Geography by  
Cyrus C. Adams

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

[www.triestepublishing.com](http://www.triestepublishing.com)

**CYRUS C. ADAMS**

**SUGGESTIONS TO TEACHERS:  
DESIGNED TO ACCOMPANY  
A TEXT-BOOK OF  
COMMERCIAL GEOGRAPHY**



with

# SUGGESTIONS TO TEACHERS

DESIGNED TO ACCOMPANY

## A TEXT-BOOK OF COMMERCIAL GEOGRAPHY

BY

CYRUS C. ADAMS, B. A., F. A. G. S.



NEW YORK

D. APPLETON AND COMPANY

1902

---

---

TWENTIETH CENTURY TEXT-BOOKS.

---

---

COMMERCE AND INDUSTRY.

**A Commercial Geography.**

By CYRUS C. ADAMS, F. A. G. S., Editorial Staff of the New York *Sun*, formerly President Department of Geography, Brooklyn Institute. 12mo. 505 pages. Cloth, \$1.30.

A handbook for the student, the teacher, the scholar, and the business man. An extraordinary success in text-book making and text-book selling. Three large editions in two months after publication.

Characteristic features: Prepared expressly for educational purposes; topics indicated in heavy type to facilitate study; tables compiled from the latest data; 120 maps, 40 diagrams, 16 full-page half-tone illustrations; dry details not massed, but facts given in proper sequence; text not choked with statistics, but placed in full at end of chapters; prominence given to inventions and processes that facilitate production; basal principles of the geography of commerce stated, connecting effect with cause.

This text-book marks a new era in commercial education. Its signal success and the lavish praise it has brought from the leaders of the movement are sufficient testimonies to its merit. Adopted by high schools, normal schools, business schools, commercial colleges everywhere.

"The most scholarly as well as the most teachable book of the kind that I have seen."—*Arthur D. Arnold, Principal High School, Stoughton, Mass.*

"We have adopted Adams's Commercial Geography, and it is giving entire satisfaction."—*E. L. Brown, Principal North Side High School, Denver, Col.*

"I am greatly pleased with it. It furnishes just the information that is often very difficult, if not impossible, for a teacher to obtain. It can not fail to meet with success."—*F. E. Spaulding, City Superintendent of Schools, Passaic, N. J.*

---

---

D. APPLETON AND COMPANY, NEW YORK.

---

---

0

TWENTIETH CENTURY TEXT-BOOKS

# SUGGESTIONS TO TEACHERS

DESIGNED TO ACCOMPANY

## A TEXT-BOOK OF COMMERCIAL GEOGRAPHY

BY

CYRUS C. ADAMS, B. A., F. A. G. S.



NEW YORK  
D. APPLETON AND COMPANY  
1902

1807-230.302

HARVARD COLLEGE LIBRARY  
GIFT OF  
GINN & COMPANY  
MARCH 17, 1927

COPYRIGHT, 1902  
BY D. APPLETON AND COMPANY

*Published July, 1902*



# COMMERCIAL GEOGRAPHY

---

## SUGGESTIONS TO TEACHERS

### PART I

#### NECESSITY OF A PLAN WHICH SHALL FIT THE CONDITIONS UNDER WHICH THIS SUBJECT IS TAUGHT

It will be readily admitted that purpose and conditions determine method in teaching. As an illustration: If the trained teacher's problem is to plan for pupils, twelve years old, who in seventy-two lessons are to be taught the history of our country from its discovery to the present day, and if it is his purpose to teach the facts of the text and to secure in doing this some development of pupil-memory, the "outline" of work should be one which will fit these conditions with logical exactness. Were this same teacher to meet different conditions, he would devise a different plan. If he were given selected pupils, eighteen years of age, with the limit of time one hundred and eighty periods, if he conceived the development of independent student-judgment the main object to be achieved, it is evident that, were he to employ the method which proved a success with boys of twelve and an entirely different pedagogical purpose, he might justly be charged with stupidity. It would be logical, too, to anticipate that work done under such an ill-selected plan should end in failure.

It is already assured that Adams's Commercial Geography is to be used in grammar schools, "commercial courses" of high schools, and in specialized business schools. In some cities but two lessons per week for half a year is to be the scope of the study; elsewhere, every day in the scholastic year will not be

considered an excessive time allotment. As there are no suitably graded books upon the subject of commerce available, books similar to the series of readers and geographies in common-school use, Adams's book will presumably be used in circumstances varying more widely than is usual in the employment of a school text. The immaturity of the child of twelve, the training of the man of twenty, and widely differing allotments of time are diverse factors which we shall find complicating the problem of deciding how the book may best be used. Whether American products, industries, and markets are to be found "too hard for a boy" or "deadly dull" for the mature youth will depend entirely upon the teacher's judgment in choosing the subject-matter and his skill in selecting the method of instruction.

#### NEED OF PREPARATION UPON THE PART OF TEACHERS

' It is a fair presumption, as Commercial Geography is a new subject in public-school courses, that teachers themselves are not broadly prepared to teach it.' It is greatly to the credit of the teaching profession that no new demand has been made, in the whirl of change in subjects and method, which has not met with a prompt and effective response. This is not only true of the specialist in the high school, but also of the hard-worked teacher of many subjects. These devoted men and women have made themselves competent by subject-research and professional study, and while doing so have carried into the schoolroom the enthusiasm necessary to inspire the pupils and secure a valuable product from them.

It goes without saying that those who are to teach Commercial Geography, who are not already prepared, will feel that they too must begin as students. There are many things possible in the way of immediate preliminary preparation.

#### WORK ESSENTIAL FOR THE TEACHER

1. Study of the literature of the subject.
2. Determination of the purpose of instruction.
3. Outlining the course.
4. Accumulation of teaching material.

(In a general way this manual will touch upon the two questions of teacher-preparation of the subject and methods of instruction.)

### 1. Reading

First of all, read the text with the student's attitude toward it. Mr. Adams's book treats of all the peoples of the earth and sets forth their lands, products, and industries, as well as their connection with our commerce. It makes little difference whether the class-work is to be limited to the United States or is to cover the entire field of the world's trade, the teacher's general reading should be the same. It is impossible to teach any part of the great subject of commerce without a broad knowledge of the conditions underlying trade throughout the world. The first reading of the text, therefore, should be for the general view of the subject. This study will stimulate and determine collateral reading, which should be curtailed only by the limit of the time available. A study of the material contained in the *Statistical Abstract*, published annually by the Treasury Department, should follow, for a better grasp of the immensity of the products of the United States. The Year-Book published by the Agricultural Department treats of the agricultural products of the country in comprehensive detail. The Statesman's Year-Book (American edition) is one of the truest compendiums in English of facts relating to the commerce and industries of all countries.

In addition to the study of these books, the teacher will find the need of a good physical geography.

### 2. Determination of the Purpose of Instruction

Whether the course is to be limited to the United States and her colonies, or is to include the United States and all other Anglo-Saxon countries, or whether the entire subject presented in the (Adams's) text is to be undertaken, it will be admitted that there must be such a presentation of the subject as will establish fundamental principles in wide application. Whatever the scope of the course, it should familiarize the student with—

- a. The important areas of production of all the leading articles entering into commerce.
- b. The important areas of consumption.
- c. The means of carriage from the producer to the consumer.
- d. The basal facts relating to the larger manufacturing industries; and,
- e. The causes that effect commercial and industrial development.